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ABSTRACT

A study was conducted in the Dallas County Community College District (DCCCD) in Texas to investigate the attitudes of students and professors toward the use of interactive videodisc technology in the classroom. In contrast to a videotape which must be wound and rewound to find a particular segment, videodisc technology allows the instructor to retrieve any of thousands of visual images or motion sequences in less than 5 seconds. With a computer acting as a controller, images can be sorted and sequenced to play in whatever order is needed to illustrate a concept, an example, or point. Faculty perceptions were assessed at a 1-day convocation of DCCCD professional staff, during which interested faculty were able to attend a discussion and demonstration of videodisc technology by a humanities and a history professor. Student preferences for particular instructional formats were determined by surveying history students at the beginning and end of the semester. In addition, student and faculty reactions to a videodisc presentation on the life and works of Vincent Van Gogh were assessed, particularly in comparison with a slide presentation on the works of Monet. Study findings included the following: (1) 84% of the 15 faculty respondents thought that the humanities videodisc system looked easy to use; however, only 26% felt that the system was affordable, and only 40% signed up to pursue the use of the videodisc system as an instructional strategy; (2) "listening to lectures with illustrated visuals" was consistently ranked as the preferred instructional method by the history students, while "researching and writing on an assigned topic," "researching and writing on a topic of choice," and "reading comprehensive textbooks" were the least favorite; (3) reactions of humanities students and professors to the videodisc presentation were overwhelmingly positive, especially with respect to the provision of interesting and varied materials; and (4) humanities students rated the videodisc presentation higher than the slide presentation on all 13 survey items. Data tables and the survey instruments are included. (PAA)

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Attitudes toward Videodisc Technology

in the

Dallas County Community College District

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Courses like humanities and history are disciplines where the use of still and motion visuals in the classroom can contribute to increasing the interest levels of students. In the past, professors have had such options as slides, films and videotapes to present visual images. Although such strategies can effectively and easily be used in the classroom, they lack flexibility of adapting a presentation to suit the interests which students themselves create during interaction with each other and the professor. Slide libraries can be cumbersome and time consuming to use and create tension among faculty who must simultaneously share and be responsible for maintaining a system. Films and videotapes present information only in a linear fashion and are virtually impossible to start and stop in an interactive way based on the spontaneous interests of students.

Interactive videodisc technology has been a possibility for the professor who wishes to integrate visuals with lecture and discussion strategies for well over ten years (Sustik, 1981). Videodisc technology allows the instructor to retrieve any of thousands of visual images or motion sequences in less than five seconds. In contrast to a videotape which must be wound and rewound to find a particular segment, a videodisc is a random-access medium which allows the operator to move instantly to points on the disc. With a computer acting as a controller, images can be sorted and sequenced to play in whatever order is needed to illustrate a concept, an example or point. An interactive structure enables the operator to retrieve images immediately based on their specific interests or in response to questions.

A major use of interactive videodisc technology is the requirement of individuals who have the motivation to learn to use it and to obtain costly equipment. These individuals serve as change-agents and must have the fortitude to persuade a variety of audiences of its educational value. Administrators must be convinced that the expense of videodisc technology is cost effective. In the future, multimedia classrooms and the technology of the computer will be considered a necessary teaching tool (Cross, 1989). Research (Cross, 1989; Miller, 1990) has shown that videodisc instruction produces at least as much achievement as traditional methods but in less time, at less cost, and with more retention.

The data provided in this report were collected to investigate the attitudes of two critical groups--students and professors--toward the use of interactive videodisc technology in the classroom. The results are presented within three basic sections: perceptions of faculty to the technology, level of student interest in different instructional strategies, and reaction to a videodisc presentation in the humanities.

The information reported here provides an example of the classroom research model as proposed by Patricia Cross (Angelo, 1991). Angelo has stated that classroom research has the purpose of providing faculty with "information and insights into what, how, and how well their particular students are learning in their specific courses" (p. 8). The results reported here are applicable primarily to adaptation of videodisc technology in humanities within the Dallas County Community College District (DCCCD). Findings do provide instructional and administrative decision-makers with information to consider as choices are made to

allocate training, materials, and equipment budgets. It is likely that results are generalizable across similar disciplines within the DCCCD and possibly to other large, urban community colleges. The methodology and instruments could be of interest to other classroom researchers in higher education.

METHOD

The project team which coordinated and produced this report included an evaluation consultant, an instructional development consultant, a humanities professor, and a history professor. The data collection activities involved three distinct phases: faculty perception, instructional preferences, and videodisc reactions and comparisons.

Faculty Perception of Videodisc Technology

During an annual, one-day convocation of professional staff from the seven colleges of the DCCCD, a session was scheduled to introduce humanities and social science faculty to the use of videodisc technology in the classroom. The faculty had the option of attending other sessions that were scheduled at the same time.

The presenters of the videodisc session gave brief illustrated lectures to the audience. The humanities professor developed a presentation using the Vincent Van Gogh videodisc and software produced by The Voyager Company for use with an Apple Macintosh computer. The history professor presented an illustrated lecture on World War II using a remotely controlled videodisc produced by HarperCollins Publishers for use with their history textbook.

Following the presentation, a brief questionnaire was administered to those in attendance. Frequencies and percentages of responses to each of nine items were tabulated. Statements of items are presented with the table of results; a copy of the total survey follows the discussion section.

Instructional Preferences in History

Two history classes were selected in order to determine student preferences for various instructional formats. The history professor attempted to use a textbook publisher's remote-controlled videodisc system in the selected classes. Due to difficulty in obtaining necessary equipment, use of the videodisc system was abandoned. During the semester, however, data were still collected. The usual teaching format, which was primarily lecture with some slides and films along with class discussion and assignments in a comprehensive textbook, was continued.

Two sections of history students were surveyed at the beginning of the semester and at the end of the semester with an instrument which required their ratings of 10 instructional approaches and then their ranking of the same 10 stimuli. Survey responses were analyzed for the entire group of students present at the beginning of the semester and for the subgroup of students who finished the semester. Those who completed the semester had, in a sense, a pretest and a posttest.

For the ratings of the stimuli, the percentage of students who agreed or strongly agreed that they "enjoyed learning by ..." was computed. Also, a summative score across the ratings was computed for the pre- and posttest scores of the

subgroup of students who finished the semester. Average rankings were computed for the section of the survey where students were asked to number the stimuli from "1" to "10" according to their preferences. Abbreviated versions of items are included in a table presenting results; a copy of the total survey follows the discussion section.

Videodisc Reaction and Comparison in the Humanities

The humanities professor expanded the presentation on the life and works of Vincent Van Gogh presented at the faculty convocation for use with students. Again, The Voyager Company videodisc and software were used with a Macintosh computer. The classroom presentation was developed using the slide/video maker that is built into the software (HyperCard laserstack). Humanities students and professors from six of the seven DCCCD colleges provided class time for viewing the videodisc presentation.

Following the presentation, an attitude questionnaire was administered. The respondents were asked to indicate their reaction to the videodisc presentation and then to compare the videodisc format with the use of slides they had encountered in their humanities class thus far.

In addition to the videodisc presentations described above, two sections of the humanities professor's classes were selected to make a comparison between the Van Gogh videodisc presentation and a specific slide presentation on Monet. For the comparison, a synchronized slide/tape program with a musical background narration was developed by the professor. Every effort was made to produce the slide presentation in a manner which was similar in style to the videodisc presentation.

The videodisc and slide presentations were presented to the students in reverse order in the two sections. Following the latter of the two presentations, students in the two classes were administered a short survey comparing the two approaches.

Frequencies or percentages of responses to the items on both surveys were tallied. Abbreviated versions of the items are included with results; copies of both surveys follow the discussion of data.

RESULTS

Faculty Perception of Videodisc Technology

Frequencies and percentages of responses to the survey of professors who attended the videodisc session at the one-day convocation are given in Table 1. In general, it is apparent that respondents attended the meeting because they wanted to learn about a technology with which most of them were unfamiliar. Approximately half of those who responded could envision themselves using the videodisc technology that had been demonstrated. Their perception that use of the videodisc system looked easy with the humanities materials was expressed by 84% of those responding yet only 67% (two fewer of the 15 individuals) indicated a similar perception for history materials. Similar percentages of respondents felt that videodisc technology enhanced the quality of instruction. On a perhaps negative note, levels of agreement diminished to approximately one-fourth of the respondents in regard to the affordability of the system and only 40% of the respondents added

their name to the survey as an indication that they would like to pursue further the use of the videodisc system as an instructional strategy.

Instructional Preferences in History

Table 2 is provided to present results from the survey of history students who rated and ranked 10 common instructional strategies. The stimuli from the questionnaire have been arranged from most preferred to least preferred based on the rank orderings of the group of students who completed the survey at the beginning of the semester. Results in Table 2 are presented in two sets of columns:

1. The first set of columns presents the average rank orderings of the instructional strategies. The column labeled PRE1 represents the responses of all students present at the beginning of the semester. The columns labeled PRE2 and POST represent the responses of the subgroup of students who were still attending class at the end of the semester. The column labeled PRE2 represents responses of the completer subgroup at the beginning of the semester. The column labeled POST represents responses to a second administration of the same survey at the end of the semester.

2. The second set of columns presents the percentage of students who either strongly agreed or agreed that they enjoy the instructional strategy. Breakdown of results was done in the same format as that described above for average rankings.

From Table 2, several generalizations are evident. First, from the analysis of rankings and ratings, "listening to lectures illustrated with visuals" was consistently

the favorite strategy. Results consistently revealed that students least preferred "researching and writing on an assigned topic," "researching and writing on a topic of choice," and "reading comprehensive textbooks."

The remaining six instructional formats fell in a middle range with slight variations in preferences by students due to the differences between ratings and rankings and responding at the beginning and at the end of the semester. The largest discrepancy between rankings and ratings occurred for "viewing popular films" and "discussing similarity of current and past events." Popular films ranked high, in second place at the beginning of the semester, but was rated at around 75% preference, a relatively low rating. The reverse is evident for discussing current and past events in that the ranking fell sixth and the ratings were very similar to those for illustrated lectures, which received the highest rating. The largest change from beginning to end of the semester occurred for "listening to lectures" which gained in preference on the basis of both rankings and ratings. The remaining three strategies--"reading short articles about specific events," "viewing educational films," and "discussing opinions about past events"--received fairly consistent rankings and ratings toward the middle range.

Intensity of ratings, based on summing responses across ratings, did not change from beginning to end of the semester. The average summed rating from the beginning of the semester was 22.94; for the same students, the end of the semester summed rating was 23.64. The correlation of ratings for the respondents who had both a beginning and ending score was 0.44.

Videodisc Reaction and Comparison in the Humanities

Reaction to Van Gogh presentation. Ratings of the Van Gogh videodisc presentation are presented in Table 3. Reactions of the humanities students and professors from across DCCCD colleges were overwhelmingly positive. Respondents were especially positive in rating the videodisc format for providing interesting background and variety in materials. Although results were still positive, the ratings did diminish slightly when respondents evaluated the presence of distracting equipment, the feeling of "sense of place," and the eliciting of questions.

Comparison of Van Gogh presentation to any slide presentation. When the humanities students and professors from across DCCCD colleges were asked to compare the videodisc technology, based on the experience they had in viewing the demonstration, with their prior experiences in viewing slide presentations, again the videodisc was highly rated. As shown in Table 4, on all 10 comparisons made, in fact, the videodisc format was rated as preferred to the slide format. The videodisc technology received the highest rating in regard to variety in material presented. Ease of locating works, coverage of more material, and holding interest were also highly rated. The videodisc, although still superior to the slide format, did not rate as well for responsiveness to questions and stimulating interaction as it did on some of the other comparisons. It may be that the time allotted for the demonstration hampered demonstrating the potential of the system for locating material to fit impromptu interaction.

Comparison of Van Gogh and Monet presentations. Table 5 is included to present the survey results from the 30 students in two of the humanities professor's class sections who compared the Van Gogh videodisc presentation with the Monet slide presentation. The videodisc presentation was rated higher on all items when results from the two groups are taken together. In looking at the groups separately, a slight order effect emerged. A slight preference occurred for the presentation which was last viewed. The slide presentation received higher ratings from the group which viewed it last than it did from the group that viewed the videodisc presentation last and vice versa. Overall, though, the videodisc presentation was preferred on seven of the thirteen items by the group which last viewed the slide presentation. Only on the comparison of "which format seemed to move faster" did videodisc fail to receive a strong preference. This could be due to the professor's intimate knowledge of every slide in the collection.

DISCUSSION

Reaction to the interactive videodisc technology was favorable on all comparisons and factors investigated. Both students and professors reacted favorably to the concept. Implications of the results from each of the three segments of the study will be presented below.

Faculty Perception of Videodisc Technology

Results from the survey of professors who attended the convocation demonstrations of videodisc technology show a very favorable response. It must be remembered that the individuals in attendance were at the presentation voluntarily

and therefore would probably have had an open mind in considering adopting a new technology. The difficulty with determining potential for faculty involvement, however, lies in the result that most of those in attendance lacked the perception that they could obtain the equipment and materials through regular budget channels. It is very difficult to develop a coordinated direction among faculty from across seven colleges of the DCCCD when the initial perception is potentially self defeating. If the use of interactive videodisc technology is going to become an option for enhancing instructional strategies within the DCCCD, visible administrative, financial and technological support will be essential.

Instructional Preferences in History

Results from Table 2 can be used to describe students as preferring passive learning situations to those where they become active users of the knowledge they gain. That videodisc technology can do much to attract the interest of the learner seems especially true if one accepts the validity that illustrated lecture is the preferred strategy for learning history. Once the student is attracted to the subject and begins to gain knowledge, it seems particularly important that the professor help students make the transition from a passive learner to an active learner. The videodisc technology seems particularly suited to gaining the initial interest and keeping students involved.

Videodisc Reaction and Comparison in the Humanities

The results from the survey of reaction to videodisc technology were extremely favorable and could prove quite useful in developing future applications of the

technology. It is to be expected, however, that individuals who enjoy a presentation will give favorable ratings. For this reason, it was important to provide some comparisons of the videodisc technology with what most students would perceive as the norm--slide presentations. Both of the surveys included comparisons with use of slides to illustrate a lecture or complement discussion. Although the reaction to slide presentations was favorable, the videodisc ratings were even more positive.

SUMMARY

The results indicated that students and professors who viewed the interactive videodisc system were quite impressed with it. From the survey results, it can only be concluded that the demonstrations were highly effective and that students would like to see more presentations based on the videodisc libraries that are available in history and humanities. Future studies, however, should include more of the potential that the system has for generating discussion and in providing flexibility in the presentation.

In closing the discussion of perceptions of and attitudes toward the interactive videodisc system, it is relevant to note the following opinion of Scholes (1985).

> What students need from us--and this is true of students in our great universities, our small colleges, and our urban and community college--what they need from us now is the kind of knowledge and skill that will enable them to make sense of their worlds, to determine their own interests, both individual and collective, to see through manipulations of all sorts of texts in

> all sorts of media, and to express their own views in some appropriate manner. (p. 15-16)

Before reaching a goal as significant as Scholes suggests, however, the student must be motivated to continue attending class and completing assignments. It seems incumbent upon administrators and faculty to develop their ability to engage students in consumption of knowledge and production of ideas through the uses of the best technology available.

TABLE 1

Faculty Perception of Videodisc Technology
N = 15

Survey Item	SA	A	NO	D	SD
1. I was familiar with the multi-media I saw.	1 7%	2 13%	6 40%	3 20%	3 20%
2. I envision using the videodisc with computer in my class.	3 20%	3 20%	6 40%	3 20%	0 0%
3. I envision using the videodisc with remote control in my class.	4 27%	2 13%	7 57%	2 13%	0 0%
4. I want to learn more about how videodiscs can be used in class.	8 53%	4 27%	1 7%	2 13%	0 0%
5. Using the Van Gogh laser disc with computer looked easy to do.	1 7%	11 73%	3 20%	0 0%	0 0%
6. Using the history laser disc with remote looked easy to do.	4 27%	6 40%	5 33%	0 0%	0 0%
7. Using laser discs enhances the quality of instruction.	6 40%	5 33%	3 20%	0 0%	1 7%
8. My campus can afford to provide laser disc player, remote, and video projector as scheduled.	3 20%	1 7%	7 47	4 27%	0 0%
9. My campus can afford to provide laser disc player, computer, and video projector as scheduled.	2 13%	2 13%	7 47%	3 20%	1 7%

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TABLE 2

History Student Preferences for
Instructional Strategies
N = 81, 54

Instructional Strategy	Rank Orders PRE1/PRE2/POST	Percent Agree PRE1/PRE2/POST
1. Illustrated Lecture	3.61/3.63/3.74	86.8/91.8/92.6
2. Popular Films	4.20/4.07/4.56	72.0/75.0/66.0
3. Educational Films	4.36/4.33/4.24	82.9/79.6/75.9
4. Discuss Past Events	4.68/4.23/5.26	78.9/81.6/77.8
5. Lecture	4.77/4.70/4.56	68.4/65.3/79.6
6. Discuss Current/Past	4.89/4.67/5.32	86.8/83.7/74.1
7. Read Short Articles	5.03/5.54/5.02	82.9/83.7/70.4
8. Read Textbooks	7.23/7.19/6.44	42.1/42.9/44.4
9. Research of Choice	7.38/7.51/7.58	51.3/46.9/40.7
10. Assigned Research	8.88/9.12/8.74	25.0/22.4/22.2

TABLE 3

Reaction to Videodisc Presentation
on Vincent Van Gogh
N = 164

Survey Item	SA	A	NO	D	SD	Mean
1. Interesting background.	49%	46%	3%	1%	1%	1.58
2. Provided variety.	46%	48%	4%	1%	1%	1.62
3. Quality materials.	42%	48%	10%	0%	1%	1.69
4. Professional-quality.	43%	46%	8%	2%	1%	1.70
5. Authentic reproductions.	43%	44%	9%	3%	1%	1.70
6. Versatility in coverage.	41%	49%	8%	1%	1%	1.71
7. Kept attention.	39%	51%	4%	4%	1%	1.77
8. No distracting equipment.	32%	40%	21%	5%	1%	2.01
9. "Sense of place."	25%	50%	18%	7%	1%	2.07
10. Elicited questions.	15%	44%	21%	14%	6%	2.52

TABLE 4

Comparison of Van Gogh Videodisc Presentation
with Any Slide Presentation in the Humanities
N = 164

Survey Item	V-disc	NO	Slide
1. More variety.	82%	14%	4%
2. Ease of locating works.	81%	12%	7%
3. Covers more material.	80%	15%	8%
4. Holds interest better.	79%	14%	7%
5. Equipment less distracting.	74%	17%	9%
6. Easier for instructor.	70%	15%	15%
7. Better examples.	68%	14%	18%
8. Better reproductions.	67%	15%	18%
9. More responsive to questions.	60%	29%	11%
10. Stimulates interaction.	54%	41%	5%

TABLE 5

Comparison of Van Gogh Videodisc Presentation
with Monet Slide Presentation in Humanities
N = 30

Survey Item	Group 1			Group 2			Total		
	1	2	3	1	2	3	1	2	3
1. Covered more material.	3	3	6	1	2	15	4	5	21
2. Better examples of works.	4	3	5	1	4	13	5	7	18
3. More variety in coverage.	2	4	6	0	4	14	2	8	20
4. Greater "sense of place."	4	4	4	3	5	10	7	9	14
5. Stimulated more interaction.	5	3	4	2	5	11	7	8	15
6. Easier for instructor.	2	4	6	2	2	14	4	6	20
7. Appeared more knowledgeable.	5	4	3	0	11	7	5	15	10
8. More response to questions.	3	4	5	1	11	6	4	15	11
9. Better reproduction.	5	3	4	1	6	11	6	9	15
10. More interesting examples.	3	4	5	2	3	13	5	7	18
11. Held interest better.	4	5	3	3	4	11	7	9	14
12. Seemed to move faster.	3	4	5	6	6	6	9	10	11
13. Artist preferred.	6	2	4	5	3	10	11	5	14

1 = Monet
2 = No Difference
3 = Van Gogh

Group 1 = Van Gogh followed by Monet
Group 2 = Monet followed by Van Gogh

AMERICAN HISTORY SURVEY
FALL, 1991

PART I: Write your mother's maiden name: _____

PART II: Use the scale below to indicate your attitude about ways to teach history. Circle the letters which correspond to your response.

SA = Strongly Agree
A = Agree
N = No Opinion
D = Disagree
SA = Strongly Disagree

I ENJOY LEARNING ABOUT HISTORY BY...

SA A N D SD 1. ... reading comprehensive textbooks.

SA A N D SD 2. ... reading short articles about specific events.

SA A N D SD 3. ... viewing educational or documentary films.

SA A N D SD 4. ... viewing popular films.

SA A N D SD 5. ... listening to lectures.

SA A N D SD 6. ... listening to lectures illustrated with visuals.

SA A N D SD 7. ... discussing opinions about past events.

SA A N D SD 8. ... discussing similarity of current and past events.

SA A N D SD 9. ... researching and writing on a topic of my choice.

SA A N D SD 10. ... researching and writing on an assigned topic.

PART III: Using "1" to represent your first choice and "10" to represent your last choice, rank order the ten teaching methods presented in Part II. Rank the techniques according to your preference for use in this class.

_____ ... reading comprehensive textbooks.

_____ ... reading short articles about specific events.

_____ ... viewing educational or documentary films.

_____ ... viewing popular films.

_____ ... listening to lectures.

_____ ... listening to lectures illustrated with visuals.

_____ ... discussing opinions about past events.

_____ ... discussing similarity of current and past events.

_____ ... researching and writing on a topic of my choice.

_____ ... researching and writing on an assigned topic.

_____ Part-time Faculty
_____ Full-time Faculty
_____ Student

Survey of Reactions to the
Van Gogh Presentation
October, 1991

Instructions: Indicate the extent of your agreement with each statement relating to the Van Gogh presentation by circling the appropriate letters.

SA= Strongly Agree A= Agree NO= No Opinion D= Disagree SD= Strongly Disagree

The Van Gogh presentation ...

SA A NO D SD ... kept my attention.

SA A NO D SD ... provided interesting background about Van Gogh.

SA A NO D SD ... revealed quality materials.

SA A NO D SD ... allowed versatility in coverage of Van Gogh's life and work.

SA A NO D SD ... provided a "sense of place" for Van Gogh.

SA A NO D SD ... elicited questions from the audience.

SA A NO D SD ... allowed the instructor to deliver professional-quality instruction.

SA A NO D SD ... revealed authentic reproductions of Van Gogh's work.

SA A NO D SD ... eliminated distracting equipment from the environment.

SA A NO D SD ... provided variety in the types of visuals used to describe Van Gogh's life and work.

Instructions: Compare the use of the videodisc format of the Van Gogh presentation with the use of slides to describe the life and works of an artist or an artistic period. Circle the letters representing your choice of videodisc or slides or circle "NO" for "no opinion" or "no difference."

V-disc NO Slide ... covers more material during a given length of time.

V-disc NO Slide ... provides better examples of an artist's work.

V-disc NO Slide ... provides more variety in types of coverage.

V-disc NO Slide ... stimulates interaction among the audience.

V-disc NO Slide ... appears easier for the instructor to use.

V-disc NO Slide ... allows instructor to be more responsive to questions.

V-disc NO Slide ... provides better reproduction of paintings.

V-disc NO Slide ... holds my interest better.

V-disc NO Slide ... provides ease of locating specific works of art during a presentation.

V-disc NO Slide ... uses equipment which is less distracting to the audience.

COMMENTS: Please note any comments you would like to make on the back of this sheet.

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Student Survey
Comparison of Van Gogh and Monet Presentations
October, 1991

Instructions: After viewing your instructor's presentations on Van Gogh and Monet, place a check in the blank beside your answer to each question.

1. Which presentation seemed to cover more material?

_____Monet _____No Difference _____Van Gogh

2. Which presentation provided better examples of the artist's work?

_____Monet _____No Difference _____Van Gogh

3. Which presentation provided more variety in types of coverage?

_____Monet _____No Difference _____Van Gogh

4. Which presentation provided a greater feeling of "sense of place"?

_____Monet _____No Difference _____Van Gogh

5. Which presentation stimulated more interaction among the students?

_____Monet _____No Difference _____Van Gogh

6. Which presentation, considering equipment used, appeared to be easier for the instructor to provide?

_____Monet _____No Difference _____Van Gogh

7. Which presentation made your instructor appear more knowledgeable?

_____Monet _____No Difference _____Van Gogh

8. Which presentation allowed your instructor to be more responsive to student questions?

_____Monet _____No Difference _____Van Gogh

9. Which presentation provided better reproduction of paintings?

_____Monet _____No Difference _____Van Gogh

10. Which presentation seemed to provide more interesting examples?

_____Monet _____No Difference _____Van Gogh

11. Which presentation held your interest better?

_____Monet _____No Difference _____Van Gogh

12. Which presentation seemed to move faster?

_____Monet _____No Difference _____Van Gogh

13. Considering his life and works, which artist do you prefer?

_____Monet _____No Difference _____Van Gogh

COMMENTS: Please note any comments you would like to make on the back of this sheet.

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